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ABSTRACT

This content analysis schedule for "Proyecto PAL" in San Jose, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers, including a summary of the pre- and inservice staff questionnaire. An assessment is made of the duration and extent of the bilingual component and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached is a summary of pre-test results of the Alum Rock Unified School District Title VII Bilingual Education Project. (SK)

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Project # 466
San Jose, Calif.
Alum Rock

ED 078704

PROJECT B.E.S.T.
Bilingual Education Applied Research Unit

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

___ 3rd Year Continuation (on separate C.A.S.)

Give dates and note if evaluation is included in continuation:

	1st Year	2nd Year	3rd Year
Evaluation Design			
Interim Evaluation			
Final Evaluation	6/3/71		
Pre-Audit			
Interim Audit			
Final Audit			

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Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project B.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 466

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Castor Gonzalez Date Jan. 4, 1972

0.2 Name of Project Proyecto PAL

0.3 Address of Project Alum Rock Union Elementary School District

0.4 2930 Gay Ave.
San Jose, Calif. 95125

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
97 - 1969
07 - 1970
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 0

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 0

2.4 Source of prior bilingual program funding:

2.4 0

0.3 Address of Project Alum Rock Union Elementary School District

0.4 2930 Gay Ave.
San Jose, Calif. 95125

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 07

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 0

2.6 Concurrent program cooperating with Title VII involves: 2.6 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 0
1-local 4-federal (specify)
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 $90,615

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 0

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: San Jose State College 3.0 1
0-none New Mexico State U.
(taking SWCEL-ESL course)

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 90
B. Second year B 150
C. Third year C ____

The total number includes 60 cross age tutors.

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
K-Kndgtn	2
PSK 60 TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	____
8-grade 8	____
9-grade 9	____
B ____ TOTAL students gr. 7-9	

4.3 PSK 60
A 90
B ____
C ____

Grade	Number of Classes
1-grade 1	2
2-grade 2	1
3-grade 3	____
4-grade 4	____
5-grade 5	____
6-grade 6	____
A 90 TOTAL students gr. 1-6	

Grade	Number of Classes
10-grade 10	____
11-grade 11	____
12-grade 12	____
C ____ TOTAL students gr. 10-12	

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 182	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT

5.0

		No.	%
NE dom N-EMT	I	82	55%
E dom NEMT	II_1	NS	...
		NS	

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	2
PSK 60 TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B ... TOTAL students gr. 7-9	

4.3 PSK 60
A 90
B
C

1-grade 1	2
2-grade 2	1
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 90 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C ... TOTAL students gr. 10-12	

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 182	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 68
	I Total Non-English Dominant:	II Total English Dominant:

5.0		No.	%
NE dom N-EMT	I	82	55%
E dom NEMT	II_1	ns	
E-Dom EMT	II_2	ns	
Total E-Dom II= II_1 + II_2		68	45%

Including students who do not participate in bilingual instruction but simply act as tutors.

XXX:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	82	55 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	82	55 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		82	55 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglos	E1 NS	..... %	.....
E2 Blacks	E2 NS	..... %	.....
II TOTAL number of EMT students other than target population	.....	..... %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 0

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

B1	Mexican-American	B1	82	55 %	.....
B2	Puerto-Rican	B2	.....	..... %	.....
B3	Cuban	B3	.....	..... %	.....
B4	Other Spanish-American (specify)	B4	.....	%	.....
B	TOTAL No. of Spanish-speaking Americans	B	82	55 %	.....
C	Portuguese-American	C	.....	..... %	.....
D	Franco-American	D	.....	..... %	.....
F	Chinese-American	F	.....	..... %	.....
G	Eskimo	G	.....	..... %	.....
H	Russian	H	.....	..... %	.....
J	Other	J	.....	..... %	.....
I	TOTAL number of N-EMT target students		82	55 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	Anglos	E1	NS	..... %	.....
E2	Blacks	E2	NS	..... %	.....
II	TOTAL number of EMT students other than target population		.....	..... %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 0

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	68	English	45	X	....	....	X	....	....	....	....
A	.....	American Indian	...	....	....	....	....	....	....	....	....
A1	.....	Navajo	...	....	....	....	....	....	....	....	....
A2	.....	Cherokee	...	....	....	....	....	....	....	....	....
A3	.....	Keresan	...	....	....	....	....	....	....	....	....
A4	.....	Other (spec.)	...	....	....	....	....	....	....	....	....
B	82	Spanish	55	X	....	....	X	some	....	....	....
C	.....	Portuguese	...	....	....	....	....	....	....	....	....
D	.....	French	...	....	....	....	....	....	....	....	....
F	.....	Chinese	...	....	....	....	....	....	....	....	....
G	.....	Eskimo	...	....	....	....	....	....	....	....	....
H	.....	Russian	...	....	....	....	....	....	....	....	....
J	.....	Other (spec.)	...	....	....	....	....	....	....	....	....

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of N-Eom pupils in project area: see Chart C 5.7 ns
n.s. not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 2
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100%
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I na
II .....

5.8 Community characteristics (mark all that apply) 5.8 ____
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ____ %
2 - major city ____ %
3 - small city, town or suburb ____ %
4 - rural, farm ____ %
5 - other (specify)
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100 %
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0 %
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	____	____
2 will be made	____	____
0 not mentioned	____	____

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I na
II ____

	I N-EMT	II EMT
1 parents	____	____
2 children	____	____
3 teachers	____	____
4 community	____	____
5 others (specify)	____	____

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A na
B ____
C /

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1,2 II _____

	I N-ENT	II ENT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

C 3

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 ENT parents' attitudes toward their children's learning of the N-ENT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) parent interviews

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

1-yes
0-no

sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) parent interviews

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 na
0-not mentioned

"7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I M E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 4

B Total Number Bilingual: 1

Total Number of Teachers N: 5

7.1

		No.	%
I	A		
I	B	ns	
II	A		
II	B		
II_1	A		
II_1	B		
A		4	80%
B		1	20%
N		5	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

C21

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II 1 E Dom N-EMT		

7.2	No.	%
I A	ns	
I B		
II A		
II B		
II 1 A		
II 1 B		
A	0	0
B	8	100 %
N	8	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	8	8

(part time equivalent of 6 full time)

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

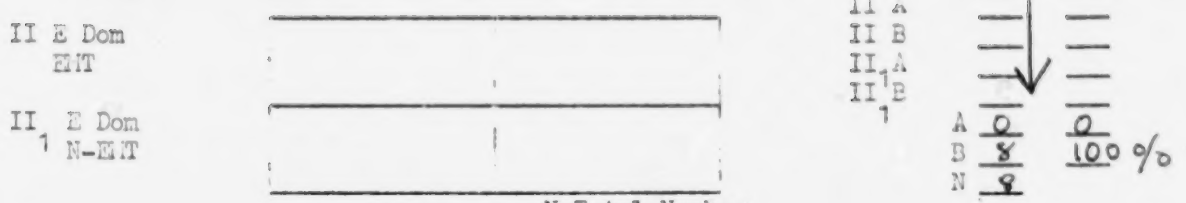
Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:



A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	8	8 (part time equivalent of 6 full time)

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
M-A	1	20	M-A	8	100	Mex-Am	Anglo	1	100
Anglo	4	80							

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. % ns =

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. %
A 1 20
B 8 100

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 ns no.'s

n.s.-qualifications not spcified
0-previous courses not specified

1. ____ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ____ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ____ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ____ previous teaching in local area/live in the community competence
5. ____ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ____ courses in N-E literature/ or literacy in Spanish
7. ____ must be bilingual
8. ____ any previous education through N-EMT/content of courses learned through
9. ____ courses in teaching ESL/audio lingual approach N-EMT
10. ____ courses in methods of teaching N-EMT language/language development
11. ____ courses in methods of teaching content (e.g. math)in N-EMT
12. ____ certification in ESL/or experience teaching ESL
13. ____ certification in teaching N-EMT
14. ____ cross cultural courses
15. ____ courses in the cultural heritage, values, deep culture of N-EMT or
16. ____ other qualifications, specify travel

8.0 STAFF DEVELOPMENT

8.1 A ns
B ns

0-No staff training mentioned
8.1 The project is offering training for teachers A. For B. For Para-

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 ns no.'s

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A ns
B ns

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___

8.2 Stated goals of teacher training are: 8.2 I 1,5,7,10 II 1,5,7,10

Final Eval p19

	Students I N-EMT	II EMT
1-Understanding of socio-cultural values .. and practices of ___	X	X
2-Cross-cultural training ___	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
4-Awareness of the social-emotional development of ___	___	___
5-Strategies for accomodating the different learning styles of ___	X	X
6-Strategies for cognitive development of ___	X	X
7-Strategies for reinforcing the self-esteem of ___	___	___
8-Methods of cross-cultural teaching or teaching the bicultural component ___	___	___
9-Formulation of pupil performance objectives ___	___	___
10-Methods of evaluation of pupil performance objectives ___	X	X

List specific courses if given (or Xerox and attach)

See xerox Ap.C

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

C12 8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,5

1-teaching whole class
Final 2-teaching small groups
3-tutoring individually
Eval 4-clerical
5-contributing to bicultural component
how ? Aides tested each participant on the IDT in October and May and
p13 p18 6-liaison with parents completed a profile sheet on each child.

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 7 B 7

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
Final 2-project's Master Teachers	____	____
3-project's teachers	____	____
Eval 4-other (specify)	____	____
7-Project Director	x	x

p19 8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1	100
2-bicultural	1	100
3-N-EMT (specify background)	____	____

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5

A 1-approximately equivalent to a college course
C'2 2-more than one course
3-less than one course

B (indicate no. of hours)
5 ✓ weekly
6 ____ monthly
7 ____ bi-monthly

C12 8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,5

1-teaching whole class
Final 2-teaching small groups
3-tutoring individually
4-clerical
Eval 5-contributing to bicultural component
how ? Aides tested each participant on the IDT in October and May and
p13 6-liaison with parents completed a profile sheet on each child.
p18

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 7, B 7

	A for teachers	B for aides
0-not specified		
1-University faculty		
Final 2-project's Master Teachers		
3-project's teachers		
Eval. 4-other (specify)		
7-Project Director	x	x

p19 8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	1	100
2	1	100
3		

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1, B 5

A
C'2 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ✓ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 1, % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
C11 1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2
0-not mentioned
C4 1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
- 0-not specified
- 1-team teaching
- 2-cluster teaching
- 3-shared resource teacher
- 4-other (specify) .....

10.2 Staff:
- 1-bilingual teacher
- 2-ESL teacher
- 3-bilingual coordinator
- 4-aides or paraprofessionals
- 5-consultant psychotherapist or guidance counselor
- 6-other (specify) .....

10.1 0

10.2 1,3,4

C3

10.3 Average number of pupils per class:
0-not specified

10.3 30

C 21

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 2

Pp 5

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 2

10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually
- 2-in small groups
- 0-not specified

by:
- 3-teacher
- 4-special remedial teacher
- 5-paraprofessional
- 6-parent tutor
- 7-older student tutor
- 8-peer tutor
- 9-not specified
- 10-no special help given

10.6 2,3,5,7

Eval. p18

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I	II	II_1
0-not specified how long			
1-as the alternative language of learning for as long as desired	.....	.....	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

ns

11.1 I ns
II ↓
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 5

P p13

0-not mentioned
if for a particular number of years:

0-not specified

C 21 10.4 Average number of aides or paraprofessionals per class: 10.4 2
0-not specified

P p 5 10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 2
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 2, 3, 5, 7

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

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11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	.....	.....	..... ns
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I ns
II ↓
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 5

P p 15 0-not mentioned
if for a particular number of years:
1 2 3 4 (5) 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II 14
13= 14= II_1 14

P p 17

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	...	...	X	...	...	...	...	...	...	...	...	...	...	...	...
II E DOM	..	...	X	...	...	...	...	...	...	...	...	...	...	...	...
II_1 E DOM/NEMT	..	...	X	...	...	...	...	...	...	...	...	...	...	...	...

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-E DOM	...	...	...	...	...	...	...	...
II E-DOM - EMT	...	...	...	...	...	...	...	...
III E-DOM/NEMT	...	...	...	...	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I ...
II ...
III ...

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
III N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.5 I 5
II 5

Pp5

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 5

O=not specified/Grade 1 2 3 4 (5) 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	144-90	180	M, SS	K 80 → 50
1	216-135	270	M, SS	1 80 → 50
2	ns	270	M, SS	2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

C2,8

80% at the start; 50 at the end.

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 5
II 5

P p5

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														
II_2 N-EMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 5

O=not specified/Grade 1 2 3 4 (5) 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	144-90	180	M, SS	80 → 50
1	216-135	270	M, SS	80 → 50
2	NS	270	M, SS	
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

C 2, 8

80% at the start; 50 at the end.

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
~~Pre~~K	90-90	180	Culture + History	~~Pre~~ K 20% → 50%
1	54-135	270	Culture + History	20% → 50%
2		270	History	
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

C 9

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English EMT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~Pre~~K	20-90	180	Culture, history	~~Pre~~K 20 → 50
1	54-135	270	Culture, history	1 ns
2		270	Culture, history	2 ns
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 2,3,4,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates

	Min. per day of instruction through N-EIT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
~~Pre~~K	20-90	180	culture, history	~~Pre~~K 20 → 50
1	54-135	270	culture, history	1 ns
2		270	Culture, history	2 ns
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,3,4,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: — 13.1 IB 1 / IIB 1

1-concurrently with dominant language listening-speaking skills	X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—		—	
3-a specified period of time after listening-speaking skills in dominant language taught	—		—	

13.2 ALM sequence followed: — 13.2 IA 1 / IB 1 / IIA 1 / IIB 1

1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading introduced concurrently with listening-speaking	—	—	—	—
3-Reading introduced after a specified period of time	—	—	—	—

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-II* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills		X		X
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.1 IB 1
IIB 1

13.2 ALL sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.2 IA 1
IB 1
IIA 1
IIB 1

13.3 Listening-speaking proficiency determined by:

1-measure of listening-speaking proficiency				
2-informal assessment by teacher	X	X	X	X

13.3 IA 2
IB 2
IIA 2
IIB 2

13.4 Second language reading skills are learned:

1-concurrently with learning to read in dominant language		—		—
2-after a specified level of dominant language reading competence achievement		X		X
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—
4-before learning to read in dominant language		—		—

13.4 IB 2
IIB 2

K-Eng. Dom— No more than 40% of the project funds available for instructional materials will be expended to improve concept formation and language development in English.

(over)

No less than 60% of the project funds available for instructional materials will be expended on materials designed to improve will concept formation and language development in Spanish.

p21P- K-Spanish dom- No less than 60% of the project funds available for instructional materials will be expended on materials designed to improve concept formation and language development in Spanish.

p20P Grade 1- Eng-dom- Each first grade child will have available 270 minutes of instruction daily throughout the project year.

Initially all Eng-dom children will receive 20% of their instruction in Spanish. By at least the last month (May) of the project year 50% of instruction will be in Spanish.

Each first grade child will receive a minimum of an hour a week of tutoring by fifth or sixth grade Spanish dominant students beginning in October and extending through May. Each project first grader will receive a minimum of 20 minutes daily instruction (average) in Mexican American culture and history.

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 2
1					IB 2
(2)	X	X	X	X	IIA 2
3					IIB 2
13.6 Reading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment	X	X	X	X	13.6 IA 2 IB 2 IIA 2 IIB 2
13.7 Grade level reading is expected:					13.7 IA 6
1-in first grade					IB 6
2-in second grade					IIA 6
3-in third grade					IIB 6
4-in fourth grade					
5-in fifth grade					
6-in sixth grade	X	X	X	X	
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2 IIB 2

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 3,5 II 3,5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

				13.6
X	X	X	X	IA 2 IB 2 IIA 2 IIB 2

13.7 Grade level reading is expected:

					13.7
1-in first grade					IA 6 IB 6 IIA 6 IIB 6
2-in second grade					
3-in third grade					
4-in fourth grade					
5-in fifth grade					
6-in sixth grade	X	X	X	X	
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 2
IIB 2

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 3,5
II 3,5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.		
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	X	X
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.	X	X
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

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	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)				
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	X	X	X	X

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IB	IIA	IIB
1-Grade 1		na		
2-Grade 2				
3-Grade 3				
4-Beyond Grade 3				
0-not specified				

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—

aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected-the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	X	X	X	X

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16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IB	IIA	IIB
1-Grade 1		na		
2-Grade 2				
3-Grade 3				
4-Beyond Grade 3				
0-not specified				

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
(4)-songs	X	X
(5)-programmed instruction	X	X
(6)-stories read to children, rhymes	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	—	—
(8)-flannel or magnetic boards	X	X
9-realia, graphic displays	—	—
(10)-records, tapes	X	X
11-listening centers	—	—
(12)-multi-media approach	X	X
Experiential:		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	—	—
21-suggested TV programs	—	—
22-other (specify)	—	—
25-flashcards-audio sets	X	X
26-cultural activities	X	X

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16.4 The sources of Non-English materials and textbooks are: 16.4 3,2,9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document C p23

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17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5,6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LET students)

17.2 Students are grouped for language instruction: 17.2 1,2
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)		X
3-individual instruction		

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
	Students		
1-ethnic identity			
2-socio-economic status			
3-achievement			
4-aptitude			
5-interest			
6-teacher recommendation			
7-parent recommendation			
8-student choice			
9-random			
10-other (specify)			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document C p23

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17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5, 6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 1, 2
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)		X
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom LEP	II$_1$ Eng dom NELP
0-not specified			
1-by age	X	X	X
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NELP)			

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18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 1, 3
no-not mentioned
0-type is not specified
1-inter-ethnic (N-LEP student tutors LEP students)
2-intra-ethnic (N-LEP student tutors N-LEP)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 NS
0-area not specified
1-inter-ethnic (N-LEP aide tutors LEP student)
2-in the acqusition of native language skills
3-in the acqusition of second language skills
4-in other academic subjects

C p 2, 3

18.3 Parent tutoring: (mark all that apply) 18.3 0, 6

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

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Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4, 5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1
0-method not mentioned
1-structured environment rich with materials child can manipulate
order, compare, match for perceptual-motor development

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 4,5

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 1

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 n.a.

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM 21.0 10

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

This year '71 we do 1, 2, 3, 5

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing 1, 2, 3, 5
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, 6

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ...., page # ....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned cp2
Observation by teacher aides observing 5 randomly sampled children from each of the 3 bilingual classrooms during 1 week in October to determine how many children played with children of their same ethnic background or with children of other ethnic backgrounds also.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 4,5
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

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23.5 American culture is defined: 23.5 ns
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural
contributions of various ethnic

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1

0-none mentioned cp2

Observation by teacher aides observing 5 randomly sampled children from each of the 3 bilingual classrooms during 1 week in October to determine how many children played with children of their same ethnic background or with children of other ethnic backgrounds also.

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 4,5

0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

P, Int Eval.

23.5 American culture is defined: 23.5 NS

0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,2,3

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 NO

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 5, 6, 8, 9

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· aws sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

Int. Eval. p4

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2, 3, 4, 5, 6, 8

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

C 14, 15

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 3, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)

C 14

7-informal meetings open to entire community
8-meetings conducted in both languages
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9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2, 3, 4, 5, 6, 8

0-type not specified
no-not sought
C 14, 15
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 3, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
C 14
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2,

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
C 5
2-providing adult education courses (Spanish)
3-other (specify)
(Recruiting teacher aides from among mothers)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissenination of the bilingual program through: 25.1 1, 6

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program
Pictures about the project; newsletters in English and Spanish...

25.2 Project's impact: 25.2 1

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

Project mentions establishment of an after school special Spanish course for teacher aides and parents

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1

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0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 NS

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

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APPENDIX C

SUMMARY OF THE PRE AND INSERVICE STAFF QUESTIONNAIRE

In evaluating your project, we would like to know what you feel and think about the preservice and inservice training you received. We have made up a list of topics which are often discussed during the preservice and/or inservice training workshops of bilingual education projects. These topics, as you will see on the following page, fall into four main groups:

1. Why the project exists and what needs it is designed to meet;
2. The actual techniques of instruction in the (bilingual) program;
3. The relationships between project personnel and the people and groups to which the project is accountable;
4. Other things.

It is likely that there are topics that were included in <u>your</u> training workshops that you will not find on this list and, at the same time, some of the items listed will not be relevant to your project or to the training you received. If the topic was <u>not</u> covered in your workshops, simply check "no" to the question "was this topic covered" and go on to the next topic on the list. If there were things covered in your training which we have not thought to include, we have asked that you list or describe these in question 1 on the second page of the questionnaire.

Assuming that a topic <u>was covered</u> during the course of your training (and that you have checked "yes" to the question, "was the topic covered") you will notice that there are three main things we would like to know:

Question #2 "If the topic was covered"

a. "How adequately was the topic covered?" and
b. "Did you find (the coverage of this topic) useful in your classroom activities?"

Question #3 "Would more information on this topic be useful?"

Please check the appropriate answer to each of these questions.

In addition to asking you to fill out this chart for the pre-service and inservice training you received, we would appreciate it if you would briefly answer the questions (3) on the next page.

THANK YOU.

P.S. Any suggestions or comments that you have about this questionnaire would also be appreciated.

EVALUATION OF PRE AND IN-SERVICE TRAINING

PRE AND IN-SERVICE WORKSHOP TOPICS	1. Was the topic covered?		2. If the topic was covered:						3. Would more information on this topic be useful?		
			a. How adequately was it covered?			b. Did you find it useful in your classroom activities?					
	Yes	No	Very	Some-what	Not	Very	Some-what	Not	Very	Some-what	Not
I. EXPLANATION OF THE PROJECT											
Needs which the project was designed to meet	9		9			3	4	1		4	2
II. INSTRUCTION											
Use of English language materials	9		8	1		5	2		2	7	
Use of Spanish language materials	9		9			5	1		2	1	2
Amount of time spent in English and Spanish	8		6			5	1		2	4	1
Writing objectives			1	1				1	1	1	
How to motivate the child into participating in class	7	1	3	4	1	5	1		2	7	1
How to give positive reinforcement to students	7	1	3	2	1	4	1			7	
How to adopt lesson plan to individual needs of students	9		6	2		5	1			7	
Use of small groups	8		1	1		6	1		1	4	2
Appreciation of Mexican culture	9		6	3		6	2	1	7	2	1
III. RELATIONSHIPS											
Understanding the interests of the community	9		6	2		2	3	1	2	4	1
Understanding of parents	6		6			2			1	3	1
IV. PROJECT DETAILS											
Testing and evaluation	9		8			4	3			3	4
Keeping records on each child	3		2	1		2	1			2	1
Understanding the role of the project teachers	9		6	2		6	2			2	4
Understanding the role of the project aides	8		6	1	1	7		1	1	4	3
Understanding the role of the project administrator	9		7	1		7				3	

1. What topics would you have liked to have included in your training other than the ones covered?

Responses	Frequency
a. No response	4
b. More about writing curriculum	3
c. More about Mexican culture	2

2. Of the topics covered, which three have you used the most?

a. Use of Spanish Language Materials	8
b. Use of small groups	7
c. Appreciation of Mexican culture	6
d. Writing objectives	1
e. Understanding parents	1
f. No response	1

3. Were any of the topics covered of little or no value to you in your job?

a. All were valuable	7
b. No response	2

SUMMARY OF PRE-TEST RESULTS OF THE ALUM ROCK UNIFIED SCHOOL DISTRICT TITLE VII BILINGUAL EDUCATION PROJECT

Prepared by Thomas R. Owens, CPE Evaluator

INTRODUCTION

This report will present the findings of the October pre-testing of the Title VII Bilingual Education Project at Conniff Elementary School in Alum Rock Unified School District. The project involves 60 kindergarten children in two classes, and 30 first grade children in one class. A detailed description of the school, community, and staff will be given in the annual report. The purpose of this report is to summarize the findings of: 1) the Inventory of Developmental Tasks, 2) the Cervenka Comprehension of Commands and Directions Sub-Test, administered separately in both English and Spanish, 3) the Basic Concepts Test, 4) the Spanish Interrogative Test, 5) Story Retelling, 6) Ethnic Associations Observation, and 7) Parent Interview. This evaluation has been performed by contract with the Santa Clara Center for Planning and Evaluation (CPE) in accordance with the evaluation design for the project.

DESCRIPTION OF INSTRUMENTS USED

1. The Inventory of Developmental Tasks was developed by the Santa Clara Unified School District as a criterion referenced instrument to measure children's development in eight areas: coordination, visual motor, visual perception, visual memory, auditory perception, auditory memory, language, and conceptual. A total of 60 separate tasks are included in the inventory. This instrument was administered by project aides who were trained for the task by CPE to all project children.

2. The Cervenka Comprehension of Commands and Directions Sub-Test is a 20-item test developed by Dr. Cervenka in Texas for Mexican-American children. It is administered separately in English and Spanish to measure children's listening comprehension in each language. It was administered to all children in the project as well as to a kindergarten and first grade class in a different school of similar socio-economic and ethnic background which served as comparison groups.

3. The Basic Concepts Test was developed locally by the project staff and measures children's recognition of eight colors, six shapes, numbers one through ten, and ability to identify 10 pictures of common objects. This instrument was administered to all project children and to the control classes.

4. The Spanish Interrogative Test measured children's ability to use the interrogative words, "quién, qué, and donde" in Spanish sentences when asked to do so. The same directions were used for project and comparison children.

5. The Story Retelling exercise of oral production consisted of the test administrator reading several pages of a children's picture story individually to each child in English and asking the child to retell it. The same procedures were followed in Spanish. The tester recorded whether the child was able to use sentences of at least four words in retelling the story. Both project and comparison children participated in this exercise.

6. The Ethnic Association Observation consisted of the teacher aides observing five randomly sampled children from each of the three bilingual classrooms during one week in October to determine how many children played with children of their same ethnic background or with children of other ethnic backgrounds also. This observation was designed to measure the degree to which children of different ethnic backgrounds mixed with each other.

7. The Parent Interview schedule was developed to obtain language and family background of Project children as well as to determine their parent's aspirations and expectations for them, and their attitude toward bilingual training in the schools. Parents of each child were interviewed in their homes by the Project aides.

FINDINGS

1. Since the Inventory of Developmental Tasks (IDT) takes approximately one hour per child to complete and since comparative data from children in other school districts is available, it was decided to administer this test only to Project children. The aides who were trained to administer this test did an outstanding job with it and learned much about their children simply by administering these tasks.

Although the IDT assumes a hierarchy of tasks within each of eight dimensions, e.g., from creeping to jumping rope alone, it was found that, based upon the 90 students tested, some tasks were out of order. For example, the task of showing left and right hand was harder than surrounding tasks and was found to be more of a conceptual than a coordination task. Similarly the task on the IDT scaled as the most difficult within the conceptual dimension, that of sorting objects two ways, proved easier than expected for the bilingual education children. The fact that kindergarten children scored higher than first grade children on the most simple tasks such as creeping was accounted for by the aides as due to the embarrassment of certain first graders to perform so simple a task. The mean score for each of the bilingual classes for each task area is shown in Table 1. A summary for each class for each of the 60 tasks was provided directly to the teachers and aides in an oral feedback session in early January. Scores on the IDT appeared average for the bilingual Project children.

TABLE 1

Summary of Pre-Test Results of the Inventory of Developmental Tasks

TASK AREA	Number of Items Per Area	Mean Score Per Task Area*		
		Bilingual Classes		
		K1 (N=30)	K2 (N=30)	1st G (N=30)
1. Coordinator	11	16.44	15.99	17.60
2. Visual Motor	10	12.58	15.11	15.40
3. Visual Perception	9	10.98	12.49	13.05
4. Visual Memory	8	6.93	8.82	9.84
5. Auditory Perception	7	3.22	3.84	5.18
6. Auditory Memory	6	4.88	5.72	7.92
7. Language	5	2.87	4.94	6.70
8. Conceptual	4	2.83	4.29	4.84

* Students were scored as two for correct performance of a task, one for partial performance, and zero for incorrect or no performance.

2. The Cervenka Comprehension of Commands and Directions Sub-Test was administered in English and in Spanish. When administered in English, it proved to be too easy for even kindergarten students. Children in the bilingual classes and comparison classes performed at approximately the same level. Table 2 shows the performance of students in the three bilingual and two comparison classes on each item. Because students performed so high on the English pre-test, it will not be used as one of the posttests in May.

The Cervenka Test in Spanish proved to be more difficult for students in both the bilingual and comparison classes. The number of children correctly following each direction in Spanish for each of the five classes is shown in Table 3. Even for the easiest items, there were only 10 and 13 kindergarteners respectively in each of the bilingual classes and eight kindergarteners in the comparison class who could complete the task. There were 13 first grade bilingual class children and four comparison class children able to complete any tasks in Spanish. This preliminary data suggests that in classes not having bilingual education, children tend to loose their ability to understand Spanish as they get older while the reverse is true in bilingual education classes.